Mount Roskill Grammar School
Annual Plan

2021

Overarching Targets - Achievement and Attendance

The 2021 targets will be achieved through the actions within the pedagogy and tracking goals, and the Māori, Pasifika and ME.A.R achievement plans. Some targets have been set at the same level as for 2020. While achievement was strong in 2020 disruption to deep learning and the inclusion of learning recognition credits have been taken into consideration. Targets for some groups have been set to balance the achievement level that the cohort can stretch to, and equity considerations.

NCEA Level 1	Increase by (%)	To target (%)
All year 11 students gaining Level 1	0	85
Year 11 Māori students gaining Level 1	8	80
Year 11 Pasifika students gaining Level 1	0	84
ME.A.R.	0	84

NCEA Level 2	Increase by (%)	To target (%)
All year 12 students gaining Level 2	0	84
Year 12 Māori students gaining Level 2	5	84
Year 12 Pasifika students gaining Level 2	0	84
ME.A.R.	2	84

NCEA Level 3	Increase by (%)	To target (%)
All year 13 students gaining Level 3	0	80
Year 13 Māori students gaining Level 3	15	75
Year 13 Pasifika students gaining Level 3	6	75
ME.A.R	0	80

University Entrance	Increase by (%)	To target (%)
All year 13 students gaining UE	4	58
All year 13 Māori students gaining UE	15	50
All year 13 Pasifika students gaining UE	10	35
ME.A.R.	0	58

Scholarship (numbers)	Increase by	To target
All students gaining scholarship	20	50

Excellence endorsements (numbers)	Increase by	To target
All year 11 students gaining Level 1	10	74
All year 12 students gaining Level 2	10	57
All year 13 students gaining Level 3	5	50
All Māori students at all Levels	4	10
All Pasifika students at all Levels	4	15

Attendance	Increase by (%)	To target (%)
All students regular attendance rate (90%+)	0	60

Equity and Excellence

Strategic Links:
A1 Culture of Excellence, B2 Differentiated Learning

Rationale:
We challenge and support all students to excel in their learning. We want all students to aspire beyond accumulating credits, to enjoy quality learning and achievement. We want students to value and achieve NCEA endorsements and scholarships.

Additional support is needed for students arriving at MRGS with achievement below expected levels in literacy and numeracy. Working with families we will enable students to have an early awareness of academic and vocational pathways and provide ongoing support for them to access these pathways.

To achieve equitable outcomes we need learning pathways that enable Māori to achieve success as Māori, Pasifika to achieve success as Pasifika and ME.A.R to achieve success as ME.A.R A lower percentage of Māori and Pasifika are participating in academic programmes which lead to University and they also gain fewer endorsements and Scholarships.

Key elements	Led by GTM,MNC, JNR	Timeline	Expected Outcomes
Target low achieving year 9 and 10 students using Assessment for Learning.	GTM,JNR	Term 1	Teachers will receive detailed information about each student to enable them to target students' learning needs.
	GTM	Term 1	Teacher knowledge and confidence in using Assessment for Learning strategies is increased.
	GTM	Term 1	Teachers will use a range of Assessment for Learning strategies to increase student progress and achievement.
Utilise the culturally responsive playbook and professional learning to support and improve teacher practice.	GTM,MNC, JNR	Ongoing	A shared understanding of culturally responsive practice for all staff, witnessed in walkthroughs. The achievement of Māori, Pasifika and ME.A.R students is increased.
Establish a Health Science academy for Māori and Pasifika students.	GTM, Health Science Academy Director, Teachers	Term 1	Develop and implement a Year 11 programme to support Pasifika and Māori learners in the Sciences.
		Term 4	75% of Māori and Pasifika students in the Year 11 programme will continue into Year 12 Sciences.
		Term 2	A programme is created for Year 12 and 13, which empowers students to continue in the Sciences and beyond.

Equity and Excellence Back Plan

Learning Focused Culture

Strategic Links:
A2 Pride Perceptions & Expectations

Rationale:
Student engagement is enhanced when there are clear, consistent learning and behavioural routines. Responses to students not meeting expectations will be consistently implemented utilising a restoratively based "high support and high control" model. Walkthroughs provide leaders with an awareness of classroom practice and an opportunity for teacher reflection, feedback and support.

Key elements	Led by CLL/PED	Timeline	Expected Outcomes
Teachers will have clear routines and expectations for behaviour and learning in every lesson that are consistent school wide.	LFC team	Term 1	Students' experience consistent classroom routines and expectations.
		Term 1	Students know what the learning intentions are for each lesson and know how to track their progress.
		Term 1	Actions that align with MRGS values are displayed in every classroom.
Teachers use restorative practices to support routines and expectations for behaviour and learning.	CLL, CWC	Term 2	Teachers are confident that restorative practices are effective.
The pastoral process supports teachers setting high expectations.	CLL, LFC team	Term 1	The current pastoral process is reviewed.
		Term 1	Pastoral processes for a range of contexts are communicated to all staff to ensure consistent responses.
		Ongoing	When issues arise they are addressed at the appropriate level.
Use walkthroughs to assist teachers to strengthen their classroom practices.	CLL, GTM, SLT, HODs, MU holders, Deans	Term 1	A walkthrough methodology is created to enable key classroom practices to be observed.
		Ongoing	A shared understanding of class routines witnessed in walkthroughs.
		Term 4	A shift in teacher practice showing improved routines within the classroom.

LFC back plan

Blended Learning

Strategic Links:
B1 Diverse Curriculum, B2 Differentiated Learning

Rationale:
We need greater flexibility in the delivery of learning. Our students need the capability to learn effectively through a combination of face to face and online learning experiences. We will support our staff to deliver engaging online learning. We will support students by ensuring they have access to digital devices and by developing their skills to better manage their own learning using digital platforms and resources.

Key elements	Led by DNR	Timeline	Expected Outcomes
Scope how IT self management skills could be delivered for all students.	DNR	Term 1	Students learn the IT skills they need within relevant contexts.
Create clear expectations and resources to support students' gaining IT self management skills.	DNR	Ongoing	All students develop a basic level of IT/managing self skills.
Scope and implement a Learning Management System.	DNR	Term 2	A fit for purpose LMS is implemented that enables teachers to create engaging online courses for students.
Scope and provide professional learning to teachers to support blended learning.	DNR	Ongoing	All teachers can use a range of blended learning strategies.
Scope and implement a clear system for loaning devices to students to ensure that school resources are sustainably managed and losses are minimised.	DNR	Term 1	80+% of students will have a device in class every day.
Plan a system of device provision with three levels (universal, targeted and intensive).	DNR	Term 1	Students in genuine need can access a device.

Progress and Accelerating Achievement

Strategic Links:
A1 Culture of Excellence, B1 Diverse Curriculum, B2 Differentiated Learning

Rationale:
In order to develop the potential of every learner we need to have an accurate picture of their current level of achievement and be able to measure their learning progress over the course of their time at school. The measurement of learning needs to be informed by what skills and capabilities we believe students need to acquire during their time at school. We have identified a number of achievement challenges for senior students that need to be addressed earlier in their learning - in the junior school. We do not have cohesive data about the effectiveness of our current interventions and strategies in this area.

Key elements	Led by	Timeline	Expected Outcomes
Create an Entry Data Plan describing the data we will collect for all students upon their acceptance and entry to the School.	JNR	Term 1	Staff and school leadership will have a cohesive picture of the capabilities and needs of each student entering the school. Students well below expected curriculum levels are identified in Term 1 and targeted support is provided for them.
Develop a school wide report on what data we have for Juniors across the school and where the gaps are. Implement the MidYIS Value added programme for junior students to support measuring learning progress for junior students. Extend and implement the Student Voice Project.	JNR	Term 1 Term 1 Term 2	The collection of student achievement and wellbeing data is simplified aligning with the School's strategic and annual plans. Departments and teachers have access to relevant information about a student's learning and progress to inform interventions. Departments and teachers have access to data on student perceptions within their classes that are used to support self-reflection and inquiry.
Develop a robust reporting plan for 2022 to ensure we report progress of students both internally and externally to improve student outcomes.	JNR	Term 4	Students and caregivers are informed about their student's learning progress and have opportunities to discuss this with teachers and mentors.
The Junior Advanced Learning Programme is reviewed in consultation with staff and students. Students who are working well above expected curriculum levels are identified in year 9 and have a clear pathway communicated with them and their caregivers for developing academic excellence.	JNR	Term 2	Junior students have clear pathways towards achieving academic excellence. Increased numbers of students are accelerated in their learning. Increased subject excellence endorsements in NCEA.
The scholarship programme is reviewed.	JNR	Term 2	Increased numbers of students taking Scholarship at year 12 and year 13. Increased numbers of scholarships.

Middle Leadership

Strategic Links:
C1 Support for and Development of Middle Management, C2 Leadership Capacity Within the Staff

Rationale:
Our HoDs and Deans are instrumental in guiding effective teacher practice. Through a shared focus on applying leadership theory to real situations we will strengthen leadership practice.

Key elements	Led by	Timeline	Expected Outcomes
Convene a leadership professional learning group to discuss cases of middle leadership practice.	DNR	Term 1	Middle leaders will choose to attend the leadership group.
Middle leaders will learn how to reframe conflict as a learning opportunity.	DNR	Ongoing	Middle leaders will have greater confidence to tackle tough issues.
Middle leaders will learn how to be direct and respectful.	DNR	Ongoing	Middle leaders will be able to articulate the rationale for their views and genuinely hear feedback from their departments.
Middle leaders will learn how to build mutual commitment to improvement.	DNR	Ongoing	Greater relational trust is built within departments.
Middle leaders will learn how to openly scrutinize their own beliefs and those of others.	DNR	Ongoing	Conflicting views are used as an opportunity to clarify and assess validity against best practice for the students.

Profile

Strategic Links:
D1 Engagements of Parents and Stakeholders, D2 Relationship with feeder Schools, D3 Alumni Connections, E1 Marketing Plan, E2 Internal Marketing

Rationale:
We have a lot to be proud of, but we could do better at telling people. We have marketing activities but not a clear plan. We want to celebrate our values, our achievements, and the opportunities provided for students in a way that creates pride and interest in the school. With a more comprehensive marketing plan we will strengthen our appeal in the community and for new students.

Key elements	Led by	Timeline	Expected Outcomes
A marketing team is established.	CLL	Term 1	A marketing plan is developed and implemented.
Key analytics for the marketing programme are developed and tracked.	CLL, CHR, HASJ	Term 1 Ongoing	Marketing forums, including social media, show increased engagement.
The key messages about the school are confirmed.	CLL, WTG	Ongoing	The key messages are frequently communicated across a range of platforms.
Information shared is consistent across a range of platforms.	CLL, CHR, HASJ	Ongoing	Social media platforms are updated simultaneously. Social media presence is increased.
School values will be regularly referenced.	CLL, SLT	Ongoing Term 1	The school's internal and external marketing incorporates and promotes our values. The number of values boards will increase.
Annual flag survey process created.	CLL	Term 1	Updated flags will strengthen a sense of belonging.
A website review cycle is established.	CLL, REID	Term 1 Ongoing	The website is always current.
Links with feeder schools are further strengthened.	CLL, CHR, HASJ	Term 2 Term 4	The percentage of students attending from key feeder schools is increased by 5%.
Scope and enhance the school's connections with alumni.	CLL, CHR, HASJ	Term 1 Ongoing	The School will have a methodology to contact alumni. The School will increase contact with alumni.

Hub

Strategic Links:
F1 Student Hub, F4 Flexible Learning Spaces, F5 Refurbishment and Revitalisation

Rationale:
We want to provide quality learning facilities. We envision the Hub as a vibrant and popular space where students congregate to collaborate, socialise, relax, research and read. It's a place to access and exchange ideas. The Hub blends student and staff interactions, and formal and informal learning. Library and careers staff will be readily available to students to facilitate their inquiries.

Key elements	Led by PED	Timeline	Expected Outcomes (when we've done it, what will we be able to measure or notice that's different?)
Consultation with key stakeholders about the Hub vision and design.	PED	Term 1	Stakeholders' ideas are represented in the design.
Butler Hall toilet renovation.	REIS	Term 1	A quality facility is available to students and the community.
Collaboration with architects to design the Hub.	WTG, PED, GAUD, REIS	Term 2	The completion of a detailed design enables the procurement of a contractor.
Develop a chart outlining the consolidation and relocation of B1 and library resources.	PED, REIS	Term 1	Resources are redistributed.
Maintain on-going communication with the community.	PED	Ongoing	The community is knowledgeable about the improvement of facilities.

COVERAGE OF NATIONAL EDUCATION AND LEARNING PRIORITIES [NELPS]

Annual Goals	NELP 1 Make sure that every learner/ākonga feels safe, appreciated and included.	NELP 2 Include family and whānau as partners.	NELP 3 Eliminate practices that limit access across the curriculum.	NELP 4 Support successful transitions into, within, and from places of learning.	NELP 5 Ensure financial and other barriers for learners/ākonga and their whānau do not prevent equitable access.	NELP 6 Strengthen teaching and leadership.	NELP 7 Incorporate te reo Māori and tikanga Māori.	NELP 8 Equips learners/ākonga with an understanding of New Zealand's cultural identities and our history.	NELP 9 Develop relationships with their local iwi and hapū and communities.
Equity & Excellence	✔	✔	✔	✔	✔	✔	✔		✔
Learning Focussed Culture	✔		✔	✔		✔	✔		✔
Blended Learning			✔		✔				
Accelerating Achievement	✔		✔	✔					✔
Middle Leadership						✔			
Energising Profile		✔		✔					✔